



 **新加坡国际学校(香港)**
SINGAPORE INTERNATIONAL SCHOOL (HONG KONG)
ESTD 1991

IGCSE
Student Life Handbook
2022-2023

Academic Year 2022/2023 (AY2223) Term Dates

Term 1: 22 Aug 2022 - 6 Nov 2022

Term 2: 7 Nov 2022 - 5 Feb 2023

Term 3: 6 Feb 2023 - 23 Apr 2023

Term 4: 24 Apr 2023 - 27 Jun 2023

AY2223 Holidays and School Breaks

Date (Day)	Activity / Event
19 Aug 22 (Fri)	Orientation for Sec 1, DP1 and DP2 students, as well as new Preparatory Years (PY) and Primary Years (P1 - P6) students
22 Aug 22 (Mon)	First Day of School (for all students)
12 Sep 22 (Mon)	Public Holiday: Day after Mid-Autumn Festival
4 Oct 22 (Tue)	Public Holiday: Chung Yeung Festival
15 - 23 Oct 22 (Sat - Sun)	October Break
24 Oct 22 (Mon)	Staff Development Day I (No lessons for all students)
25 Oct 22 (Tue)	School Starts for all students after October Break (Term 1 week 9)
17 Dec 22 - 2 Jan 23 (Sat - Mon)	Christmas Break
3 Jan 23 (Tue)	School starts after Christmas Break (Term 2 week 7)
19 - 29 Jan 23 (Wed - Sun)	Chinese New Year (CNY) Break
30 Jan 23 (Mon)	School Starts for all students after CNY Break (Term 2 week 10)
3 Apr 23 (Mon)	Staff Development Day II (No lessons for all students)
4 - 11 Apr 23 (Tue - Tue)	Easter Break
12 Apr 23 (Wed)	School starts for all students after Easter Break (Term 3 week 9)
1 May 23 (Mon)	Public Holiday: Labour Day
26 May 23 (Fri)	Public Holiday: Buddha's Birthday
14 Jun 23 (Wed)	DP2 Graduation Ceremony
19 Jun 23 (Mon)	S4 Graduation Ceremony
20 Jun 23 (Tue)	Last Day of lessons for all students
21 Jun 23 (Wed)	PY2 Graduation Ceremony / P6 Graduation Ceremony
22 Jun 23 (Thu)	Public Holiday: Tuen Ng Festival
23, 26 & 27 Jun 23 (Fri, Mon - Tue)	Appointment Week
28 Jun - 20 Aug 23 (Wed - Sun)	Summer Holiday (For all students)
3 Jul - 14 Jul 23 (Mon - Fri)	Summer Programme
18 Aug 23 (Fri)	Orientation for new students
21 Aug 23 (Mon)	First Day of School for AY2324 for all students

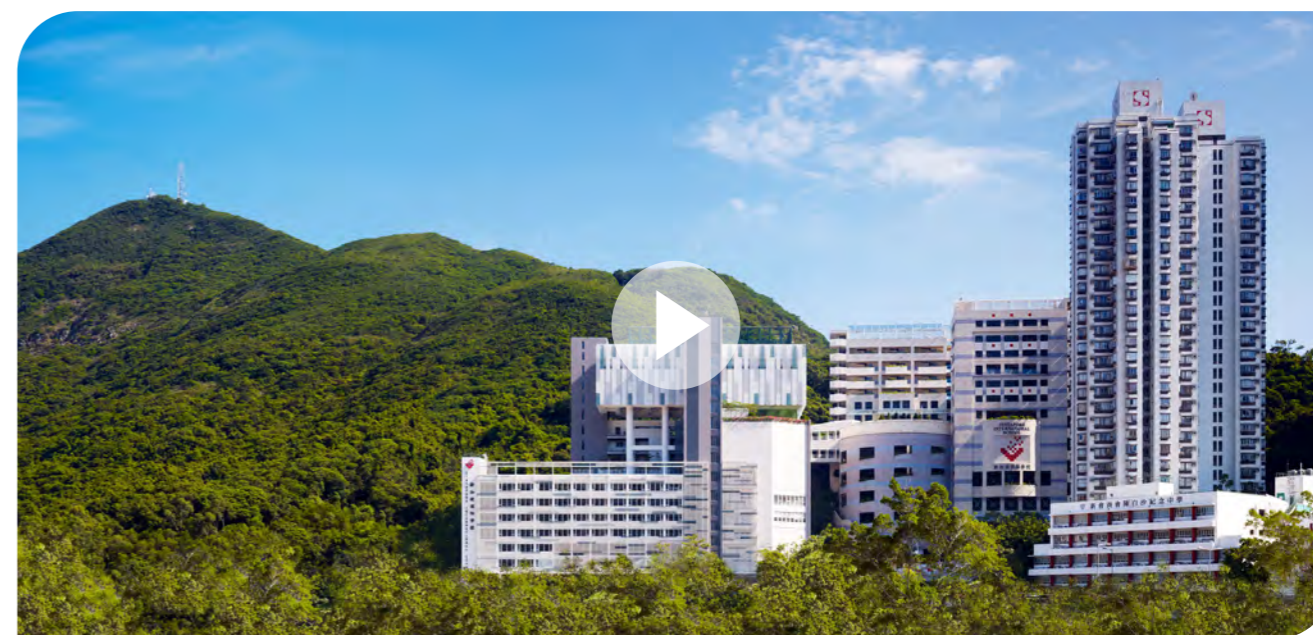
For information:

1 Oct 22 (Sat)	Public Holidays: National Day of the People's Republic of China
25 - 27 Dec 22 (Sun - Tue)	Public Holidays: Christmas Day and the first weekday after Christmas
1 - 2 Jan 23 (Sun - Mon)	Public Holidays: New Year's Day and the Day after Public Holiday
22 - 25 Jan 23 (Sun - Wed)	Public Holidays: Lunar New Year
5 Apr 23 (Wed)	Public Holiday: Ching Ming Festival
7 - 10 Apr 23 (Fri - Mon)	Public Holidays: Good Friday, Holy Saturday and Easter Monday
1 Jul 23 (Sat)	Public Holiday: HKSAR Establishment Day

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Take the  Virtual tour!



PART 1: WELCOME TO SISHK



Mr Tay, Hsien Chuan Kelvin, Principal

Dear Secondary 3 and 4 Parents and Students,

We would like to take this opportunity to welcome our new students and their families to our SISHK Family. For our existing students and their parents, thank you for your trust in our education and strong support. We hope that this specially designed Student Life e-book for Secondary 3 and 4 students will offer useful and relevant information to guide our students to navigate their Upper Secondary school life with ease and success.

In SISHK, we want to enrich our students' growth and learning development in the Moral, Social, Physical, Aesthetic, Cognitive and Emotional (M-SPACE) domains of learning to the fullest through our curricular, co-curricular and student leadership experiences at the Secondary section. These multi-faceted experiences will form part of our student life at the Upper Secondary levels.

We would be grateful if you could make time to browse through and internalise some of the information especially policies and guidelines so that our students know what to expect and will act in a respectful and responsible manner. We hope that our students will live out our values and be part of this vibrant community striving for excellence.

We wish our students a great year ahead as they make progress in their learning and growth as well as experience success in their endeavours in SISHK.



**Mrs Cheng, Vanessa Vice-Principal
(Secondary Education Programme)**

A very warm welcome to the new academic year at Singapore International School (Hong Kong). Here at SISHK, we take pride in being a caring community, providing a conducive environment for a future-oriented, holistic education. Everything that we do revolves around our school values of respect, responsibility, resilience, integrity, care and harmony (3RICH). Our students are strongly encouraged to strive for excellence, as well as lead and grow, guided by sound values. The vibrancy of our school programmes, leadership groups and co-curricular activities are testament to the dedication and legacies of our students and staff and truly reflects our school motto, 'Success Inspires Success'. We hope this is where all of you will be able to find your place, discover your unique strengths, and grow in confidence to take on and overcome any challenges.



**Mr Soon, Alvin Vice-Principal
(IB Diploma Programme)**

Welcome on your new journey in starting the Cambridge IGCSE journey with all of us.

After two exciting years at the Secondary section, you are now an experienced secondary student and we look forward to seeing you further lead your juniors and peers. At Secondary Three and Four, we urge you to boldly step out of your comfort zone and learn to "Learn Others and Yourself". I strongly encourage you to be a participant in the creation of memories and legacies in this school. The School is a place that is meant for you to live your life, to study and to learn.

This handbook contains a rich source of information for you to navigate your IGCSE journey. Use it wisely and fruitfully. At the end of your IGCSE journey, we aim for you to be prepared for the IB Diploma Programme. More importantly, we want you to be confident learners who can start to lead and care for others.

SCHOOL VISION AND MISSION

Everything we do here at SISHK is guided by our school's vision, mission and values. They provide a compass and direction to define who we are and how we operate.

MISSION

To provide a conducive environment for a future-oriented, holistic education, anchored in a rigorous bilingual academic programme, for children of all nationalities. We nurture students to be independent life-long learners imbued with sound moral values who are respectful and responsible, and who rise to the challenges of life creatively and enthusiastically in an ever-changing world.

VISION

A vibrant community striving for excellence.

SCHOOL MOTTO

Success Inspires Success

The School motto serves as a constant reminder to the school community of students and teachers that small successes will motivate the individual to strive for greater achievements.

SCHOOL PHILOSOPHY

We respect the dignity and worth of all the students under our care. We believe that all students can be nurtured to achieve their full potential within a school environment that is both caring and challenging. We expect all students to be respectful, responsible and to rise to the challenges of life.

SCHOOL VALUES

The school's values are based on 3RICH.



AWARDS AND SCHOLARSHIPS

SISHK SCHOLARSHIPS



My name is Mr Ron Tan and I lead the Scholarship and Talent Development programme at SISHK. Secondary 4 (S4) students who will continue their education at SISHK can apply for a SISHK Scholarship, in recognition of their exceptional performance in both curricular and co-curricular aspects, and as part of our efforts to encourage students to continue to strive for excellence.

If you would like to contact me to discuss any scholarships or talent development awards please email tanron@singapore.edu.hk

SCHOLARSHIP INCENTIVES

1. Successful applicants will each receive a full or partial scholarship with a sum of up to HK\$50,000 that is tenable for one or two years.
2. To continue to develop their leadership qualities as well as to nurture a heart for the community, all Scholarship holders will be expected to initiate and lead school-based and/or community projects and represent the school at special events.

Selection Criteria

Applicants must satisfy the following criteria: -

- (a) Indicated intentions to continue their Secondary education at SISHK;
- (b) Achieved academic excellence and displayed consistency in his/her academic performance over the years;
- (c) Demonstrated strong leadership qualities and made significant contribution in their CCAs; and
- (d) Consistently showed excellent conduct in class and school and is a good role model.



SISHK TALENT DEVELOPMENT AWARDS

Secondary 3 (S3) and S4 students who will continue their education at SISHK can apply for a SISHK Talent Development Award, in recognition of their exceptional performance in a specialised area of talent, and as part of our efforts to encourage our students to continue to strive for excellence.



1. Successful applicants will each receive a one-time cash award of up to HK\$10,000 that is tenable for review every 2 years, subject to satisfactory performance.
2. As part of the school's commitment to develop our talented students, a Talent Development awardee can receive the Talent Development Award up to three times in the 6 years of education at SISHK upon meeting the selection criteria at the discretion of the specialised Department. This means that a Talent Awardee can look forward to the school's sponsorship totalling a maximum of \$30,000 to support the development of his/her talent.
3. To continue to develop their specialised talent as well as to nurture a heart for the community, all Awardees will be expected to initiate and lead school-based and/or community projects and represent the school at special events.



Selection Criteria

Applicants must satisfy the following criteria: -

- (a) Indicated intentions to continue their Secondary education at SISHK;
- (b) Exceptional excellence in at least one of the following categories:
 1. Cognitive Talent (e.g. subject talent in Maths)
 2. Leadership Talent in Contribution to the Community
 3. Aesthetics Talent (Performance Arts, Visual Arts)
 4. Physical Talent (Individual or Team Sports)
 5. Other Talents
- (c) Consistently showed excellent conduct in class and school and is a good role model.

Students talents are developing at SISHK through the

SISHK 3-Tier Level of Service



PART 2: ACADEMIC PROGRAMME

The S3 and S4 curriculum prepares our students for the Cambridge IGCSE examination and the International Certificate of Education by the Cambridge Assessment International Education.

A TYPICAL DAY IN UPPER SECONDARY

The typical day for S3 and S4 students commences at 8am and concludes at 3pm, however on some days, students are expected to remain in school till 4.20pm for lessons.

	0	1	2	3	4	5	6	7	8	9	10
Monday	8:00-8:30	8:30-9:10	9:10-9:50	9:50-10:20	10:20-11:00	11:00-11:40	11:40-12:20	12:20-13:00	13:00-13:40	13:40-14:20	14:20-15:00
	FTI	Economics		Recess	Maths		Lunch	PE	PC	Chinese	

ATTENDANCE AND PUNCTUALITY

Students should arrive on time ready for FTI at 8am each day, all students will be marked as late after 8.05am. Should a student arrive at school after 8.30am, they are required to sign in at the General Office on the 3rd Floor of the Secondary Section Campus. The student will then be marked as late.

In the event that a student is unable to attend school or co-curricular activities because of illness or any other reason, parents should notify the student's Form Tutor(s) (FT) via email stating the reason for absence.

In the case of a planned absence, the school should be informed well in advance (email: secondary@singapore.edu.hk and the Form Tutor) and these absences will be recorded accordingly.



DEPARTING SCHOOL EARLY

Should a student be required to leave school early, a parent/guardian is required to email the Form Tutor(s) in advance (at least 24 hours). Students are required to inform their Subject Teachers and on the day and sign out at the General Office on the 3rd Floor of the Secondary Section Campus. Students are responsible for completing any class work missed and homework assigned to the deadlines set.

IGCSE SECONDARY ACADEMIC PROGRAMME

Most departments will communicate with students via Google Classroom, where a wealth of resources will be available to support students' learning.

S3 CURRICULUM

S4 CURRICULUM

English:

The First Language English course aims to develop students' literacy skills, both for enjoyment and to develop their appreciation for language. Communication and critical literacy skills are emphasized including the ability for students to identify surface meanings in the text and analyse and evaluate ideas and opinions, by using relevant textual support. Our learning objectives for S3 and S4 come directly from the official CIE syllabus guide and synthesize the numerous specific skills and LOs outlined in S1 and S2.



The World Literature course encourages learners to explore fictional texts from a range of countries and cultures. Students will be exposed to reading a variety of texts from key genres including poetry, drama and prose. Through their study of these texts, they will learn to interpret and evaluate texts, including developing an appreciation of a writer's use of literary craft to develop and influence meaning in the texts created. Our learning objectives for S3 and S4 come directly from the official CIE syllabus guide and synthesize the numerous specific skills and LOs outlined in S1 and S2.

Mathematics:

Our Upper Secondary Mathematics curriculum aims to develop student's mathematical knowledge in the way to build confidence, provide satisfaction and enjoyment. Students will get to apply Mathematics in everyday situations and develop an understanding of the part which Mathematics plays in the world around them. Students get to reason logically, to classify, to generalise and to prove mathematical hypotheses and statements. Students will learn to integrate ICT in the learning of Mathematics, which enriches and strengthens their learning experiences. This course provides opportunity for students to appreciate the interconnectedness of mathematical knowledge, comprehend numerical, algebraic and spatial concepts and relationships.



Chinese Language:

中三、四華文（一語）為 IGCSE 課程，旨在備考 IGCSE 華文一語（0509）考試。課程會側重在記敘、議論、評論、描寫的單元學習，通過研讀不同作家的作品，進一步拓闊學生的眼界及思維；亦會精講文言文篇章，加深學生對中國文化的瞭解和認知。課程採用多元化的形成性評估，如班際辯論、微電影創作比賽等，深化教學內容的理解與認知，進而為 IBDP 課程作準備。

本課程旨在準備學生在中四應考 IGCSE 二語（0523）考試，並為日後修讀 IBDP 課程打好基礎。課程的教學以話題學習的方式展開，並通過閱讀一系列文學與非文學作品，進一步拓闊學生的眼界及思維。此外，也會適當加入若干文化課題的探討，深化學生對多元文化的認識；同時以小組探究式的學習方式，培養學生的自主學習、溝通及社交能力，並為日後升學作好準備。



Sciences:

The physics curriculum is designed to spiral from S2 to S4. The upper secondary physics will be mostly deepening of the S2 curricula although there will also be some additional content. Through inquiry experiments and observation of interesting demonstrations. Through the activities, students will be able to understand the world around them and develop problem-solving skills.



The chemistry curriculum helps learners to understand the technological world in which they live and take an informed interest in science and scientific developments. It includes the basic principles and concepts that are fundamental to the subject, some current applications of chemistry, and a strong emphasis on practical skills. In this curriculum, students develop a set of transferable skills including handling data, problem-solving and applying the scientific method. They also develop relevant attitudes, such as concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness. They acquire the essential scientific skills required for progression to further studies or employment.

The biology curriculum helps learners to understand the biological world in which they live and take an informed interest in science and scientific developments. Experimental work is an important component and underpins the teaching and learning of biology in the school. Thus, our laboratories are well-equipped to offer learners the opportunity to experience and hone their practical skills. With meaningful laboratory activities that integrate with theoretical lessons, it prepares students for their advanced studies or careers in fields related to biomedical sciences. Students who eventually major in non-biology related fields will also benefit as they develop a respect for the living world, a commitment to promote personal and community health and develop a scientific mind.



Geography:

Through the IGCSE Geography syllabus, our students will develop a 'sense of place' by looking at the world around them on a local, regional and global scale. They will examine a range of natural and man-made environments, and study some of the processes which affected their development. They will also look at the ways in which people interact with their environment, and the opportunities and challenges an environment can present, thereby gaining a deeper insight into the different communities and cultures that exist around the world. The themes are designed to develop an understanding of natural and human environments. The syllabus is divided into three themes: 1) Population and Settlement, 2) The Natural Environment and 3) Economic Development

History:

The IGCSE History offers the opportunity to study world history from the nineteenth century to the beginning of the twenty-first century. It encourages our students to raise questions and to develop and deploy historical skills, knowledge and understanding in order to provide historical explanations. They will explore history from a diversity of perspectives, including social, economic, cultural and political, and will explore historical concepts and develop an interest in understanding the past.

The syllabus is divided into two main sections:

1. Core Content: The 20th Century: International Relations since 1919
2. Depth Study: Germany 1918-1945.

Economics:

The IGCSE Economics syllabus is designed to give our students a sound understanding of Economics and the ability to use knowledge, skills and understanding aptly in the context of individual countries and the global economy. The content is appropriate and relevant for progression, and is compiled for international students, building understanding and awareness of Economic theory and testing concepts in realistic contexts. It develops our students' ability to participate effectively in the global society as citizens, producers and consumers.

Computer Science:

IGCSE computer science students focus on developing an in-depth expertise in how technology functions right down to how digital circuits work. Students also look forward to modern technology developments in areas such as robotics and artificial intelligence and their application to society. Students write and develop software and the Python programming language is the primary language used throughout the course. Students are also guided in designing creative algorithms to support their software development as well as further develop their logical thinking ability.



Humanities



ICT:

Students are given the opportunity to develop their expertise in practical ICT topics such as document development, data analysis using spreadsheets, data management using databases, presentation authoring and website development. The course also aims to develop students' knowledge and understanding of how different technology systems function, where they are already applied to in society as well as how to design their own technology systems based on this prior learning. Finally, students explore the different dangers which can be encountered both to people and systems and how they can be prevented as well as considering the different ethical considerations which arise as a result of technology use and dependency.

Visual Arts:

The Upper Secondary Art programme is more specialised and catered to our students who are passionate and might be considering pursuing Art beyond the Secondary school education. Opting for S3 Art should not be considered as a specialist track. Many Art students went on to non-Art related pursuits in their tertiary education, having gained much in the way they think and perceive their world through Art. Basically Art provides the cutting-edge in creative thinking skills and enhance perceptual awareness that will equip them well in our increasingly challenging world. The curriculum provides strong foundational skills for the IBDP Visual Art programme.



Music:

Students continue to gain rich and comprehensive music learning experiences through the integrated activities of creating, performing and listening. Students:

Develop Creativity and Imagination

- Develop music ideas and acquire creating skills, together with performing and listening, to cultivate creativity and imagination

Develop Music Skills and Processes

- Develop performing skills to experience and express music, with emphasis on cultivating music imagination and musicality in practice

Cultivate Critical Responses in Music

- Comprehend, respond to and appraise music so as to nurture aesthetic sensitivity and awareness

Understand Music in Context

- Understand the functions of music and the relationship between music and cultures



Physical Education:

Students will learn how to analyse and apply intermediate-advanced sport skills, strategies, and concepts within volleyball, frisbee, tag rugby, floorball, and handball using positions, game-plans, and drills they create. Students will transfer these experiences into sporting tournaments they design and manage to foster a sporting culture, enhancing self-efficacy and wellbeing. S3 students will learn how they can consume nutrients to improve their performance and recovery, while S4 students will develop personalised training plans through inductions and training sessions within the school's fitness suite.



IBDP SUBJECT SELECTION

During S4 students will begin to consider their options as they prepare for post-16 education.

As part of the IBDP programme students have to :

- choose 6 subjects, with typically 3 subjects offered at Higher Level and 3 subjects offered at Standard Level

Students will:

- Take an additional subject Theory of Knowledge (TOK)
- Complete an Extended Essay (EE).
- Complete the Creativity, Activity, Service (CAS) project portfolio that lasts at least 18 months.



For more information about the various IB subjects, please see the

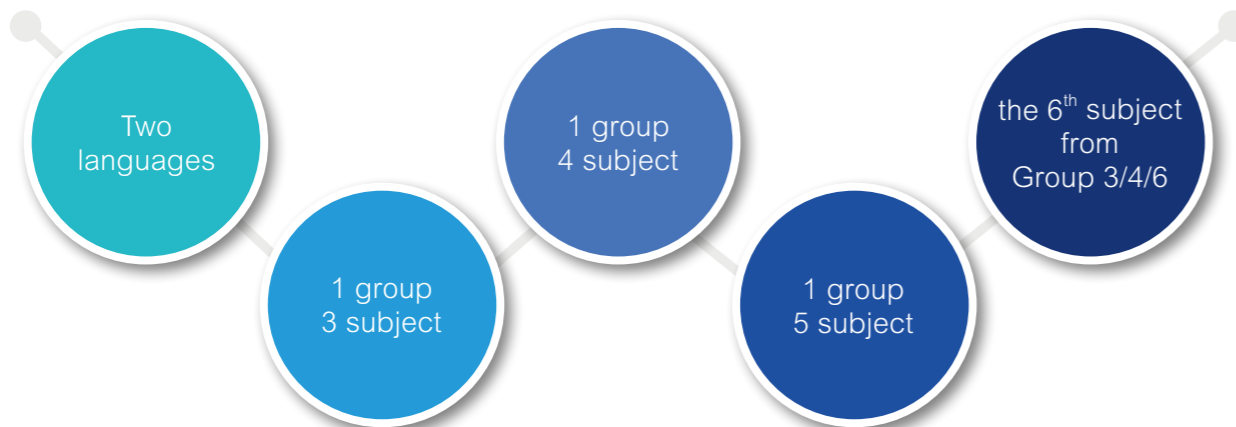
[SISHK IB Subject Guide](#)

KEY DATES

Timeline	Event/Information Session
November	Briefing on DP1 subject combination for S4 students
December	Briefing on selected subjects for S4 students
December	Briefing for parents
January -March	Students discuss subject combinations with the University Counselling team and the Vice Principal, IBDP Programme.

POTENTIAL IBDP PATHWAYS

Students choose:



Students who take the following subjects will be awarded the Bilingual Diploma

- offer two subjects in Group 1 or
- Chinese A and English B and other subjects are taught in English

Group 1: Language and Literature	Chinese A Language and Literature, English A Language and Literature
Group 2: Language Acquisition	Chinese B, English B, Spanish ab initio, French via pamoja (online)
Group 3: Individuals and Societies	Economics, Geography, History
Group 4: Sciences	Physics, Chemistry, Biology, Computer Science, Sports, Exercise and Health Science
Group 5: Mathematics	Mathematics: Analysis and Approaches
Group 6: The Arts	Music, Visual Arts

Should you wish to find out more information about the IBDP Programme please contact the university admission team: cheunghelen@singapore.edu.hk

INTERNAL ASSESSMENT AND GRADING

Students will receive formal assessment grades 3 times a year with each making up a proportion of the end of year grade.

CA1 Assessment	CA2 Assessment	End of Year Assessment
30%	30%	40%

Within the various academic subjects, a range of different assessments will be undertaken which may include individual or group projects, timed tests, practical assessments and oral assessments. Students undertake EOY examinations across a range of subjects in early June.

Throughout the year within any given week, a student will have a maximum of 5 assessments/tests and within any day, the number will not exceed 3.

Students will receive report cards 3 times a year.

	CA1 Report Card	CA2 Report Card	End of Year Report Card
S3	February 2023	Early May 2023	Late June
S4			

Students in S3 and S4 are graded using a standard grading system based on the previous years Cambridge IGCSE grade boundaries. Grade boundaries have been updated for AY2223.

Secondary 3 & 4 Grade Boundaries									
Subject	Passing Grade	A+	A	B	C	D	E	F	G
Chinese as a Second Language	47 (C)	79-100	68-78	58-67	47-57	38-46	30-37	21-29	12-20
First Language Chinese	48 (C)	73-100	65-72	57-64	48-56	38-47	28-37	19-27	10-18
First Language English	50 (C)	70-100	62-69	56-61	50-55	38-49	30-37	23-29	15-22
World Literature	45 (C)	72-100	63-71	54-62	45-53	38-44	28-35	20-27	12-19
Economics	45 (C)	81-100	69-80	57-68	45-56	38-44	31-37	24-30	18-23
Geography	50 (C)	80-100	70-79	60-69	50-59	42-49	33-41	25-32	18-24
History	49 (C)	75-100	66-74	57-65	49-56	41-48	34-40	27-33	20-26
Computer Science	50 (C)	80-100	70-79	60-69	50-59	40-49	30-39	24-30	15-23
ICT	50 (C)	80-100	70-79	60-69	50-59	40-49	30-39	24-30	15-23
Additional Mathematics	31 (C)	80-100	64-79	48-63	31-47	25-31	18-24		
Mathematics	41 (C)	80-100	67-79	54-66	41-53	31-40	22-30		
Biology	50 (C)	80-100	70-79	60-69	50-59	40-49	35-39	25-34	
Chemistry	50 (C)	80-100	70-79	60-69	50-59	40-49	35-39	25-34	
Physics	50 (C)	80-100	70-79	60-69	50-59	40-49	35-39	25-34	
Art and Design	50 (C)	75-100	70-74	60-69	50-59	40-49	35-39	25-34	11-24
Music	50 (C)	80-100	70-79	60-69	50-59	44-49	35-43	25-34	15-24
PE	50 (C)	80-100	70-79	60-69	50-59	40-49	0-39		

ASSESSMENT CALENDAR

The assessment calendar is a point of reference for all students and parents. The calendar is a working document and is updated regularly therefore it is important students check the assessment calendar on a daily basis. Teachers are required to include a test or an assessment related to an end of semester report, at least 2 weeks in advance.

[S3 Assessment Calendar](#)

[S4 Assessment Calendar](#)

IGCSE MOCK EXAMINATIONS

IGCSE Mocks will take place in two phases. First Language English and Chinese mock exams take place on the 11-12th Jan 2023 whilst the main IGCSE examination series runs between 27 February to 9 March 2023 for all other subjects. Students are required to attend all mock examinations on time, in school uniform and with their HKID card.

EXTERNAL EXAMINATIONS

Each year the Cambridge IGCSE examinations run between April through till June. Students are required to attend all examinations on time, in school uniform and with their HKID card. Please see the link for the [Key dates \(June 2022\)](#) from Cambridge International. Please note we will update the link once the June 2023 information is available.

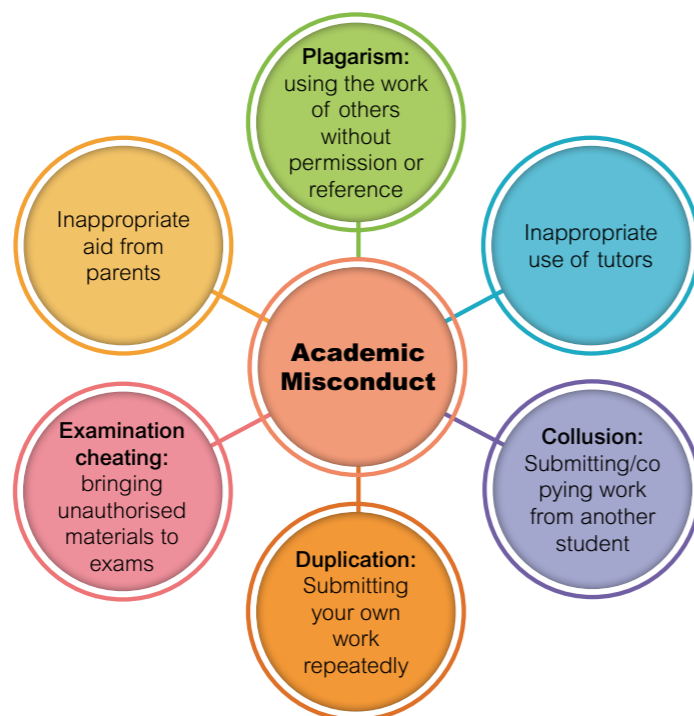
PARENT TEACHER CONFERENCES (PTC's).

A Parent Teacher Meeting (PTM) for students in S3 and S4 takes place in September, PTC's for S3 takes place in February and for S4 PTC takes place in November. S3 appointment week takes place in late June following the end-of-year exams. Prior to PTC's a circular will be sent to all parents with booking information. Please note booking is on a first come, first served basis and each appointment is a maximum of 10 minutes in duration.



ACADEMIC MISCONDUCT

The value of Integrity and Responsibility are important when students complete their work. This means that students will not resort to cheating, and will always acknowledge work or ideas that are not their own. Students will respect intellectual rights and acknowledge others' ideas and work in a proper manner. Academic dishonesty can take several forms and the following list shows the more common forms of academic misconduct.



CONSEQUENCES OF ACADEMIC MISCONDUCT

Homework or School-based internal assignments

Offense	Consequences	Additional Notes
1st offence (homework)	Zero mark, email to parents (by subject teacher)	
2nd offence (homework)	Zero mark, email to parents (by HOD)	
3rd offence	Zero mark, one-day suspension, 1st warning letter	Family Group Conference with Head of Department (for the subject) and Year Head
4th offence	Zero mark, one-week suspension, 2nd warning letter	Family Group Conference with Head of Department (for the subject), Year Head and Head of Department / Student Life University Counselling guidelines in warning letter (disclosure agreement)
5th offence	Zero mark, meeting with Vice-Principal	Family Group Conference with Vice-Principal

USE OF PERSONAL DEVICES

All students are given access to Wi-Fi and are allowed to use their MacBooks in school. This is to facilitate access to resources, improve communications and encourage innovation. The School regards this access as a privilege, not a right. Students are expected to act in a responsible, ethical manner, and to abide by Hong Kong Law. Permission to bring digital devices to school and to use the school accounts are granted only when an agreement to this policy has been acknowledged.

Students will...	Students will not...
<ul style="list-style-type: none"> only bring the brand of laptop as stipulated by the school. make an effort to keep their computer free from viruses and other destructive materials. If their computer is accidentally infected, they will seek help from a professional or a member of the ICT Department. properly cite any Internet resources that are used in their work. mute all sound on the laptop at all times unless permission is obtained from the teacher for instructional purposes. 	<p>Use any of the following between 8am and until after their final lesson (Unless permission granted by a teacher):</p> <ul style="list-style-type: none"> Laptops Handheld gaming devices Music players Earphones and/or airpods <p>Use any of the following:</p> <ul style="list-style-type: none"> use any digital device and school account, such as email or Google classroom for non-educational activities Take photos or videos of anyone on school premises without permission Share images or videos of anyone associated with the school without permission Access, download, store or print pornographic material Stream any form of material without permission Use software for hacking eavesdropping or network administration Use VPN's Use, alter or delete data without appropriate authorisation Transmit damaging agents Attempt to access shared drives within the SISHK network that he/she is not permitted Publish any defamatory, scandalous, illegal, harassing, threatening or intimidating material

For S3 and S4 students, if a phone is seen or heard by a teacher outside of permitted times, it will be confiscated. A teacher has the final judgement to ascertain whether or not a digital device is being used for educational purposes. A teacher may ask to view any device at any time to ensure that the rules are being obeyed. If a student is found in violation of any of these rules, they will have their digital device confiscated by the teacher and dealt with in accordance with the Discipline Policy.

PART 3: IGCSE STUDENT LIFE

3.1: PASTORAL CARE



Welcome to Singapore International School (Hong Kong), I am Ms Lisa Curley, the Head of Student Life. This is my fourth year here at SISHK within the PE Department. Prior to joining SISHK I worked in UK and Kenya as a Head of Faculty.

As part of the pastoral care programme we aim to support you throughout your time here at SISHK, allowing for holistic development and supporting your academic and personal growth, health and well-being. We aim to provide you with an abundance of opportunities which will shape your life and school experience from; leadership opportunities in the arts, athletics, culture and school organisation, to cross-curricular activities (CCA's) across a range of domains including sports, humanities, language, STEM and life skills. Each year you will embark on a journey of self-discovery in line with the school values (3RICH) via experiences such as year level camps where you will experience the great outdoors and everything Hong Kong has to offer.

Should you need to contact me you can email curleylisa@singapore.edu.hk



I am Ms Ngan or 颜老师 as what the students will address me in school. I have been at the School 11 years with Chinese Language as my main teaching subject. Other than Chinese lessons, I am involved in student development work, focussing on lower secondary students as a Year Head in the last four years. My current role as a Year Head (Student Integration) allows me to assist newly admitted students to adjust well into the school life. I will be working with the Form teachers and other colleagues to support our new students to settle into school life quickly. This includes their academic learning environment as well as their co-curricular areas where they will further develop themselves as well as making new friends in the school.

大家好，我是新加坡国际学校（香港）的颜老师，除任教华文外，我也担任初中的年级组长，主要培育学生的全人发展。而从今年开始，我主要帮助新生适应新的校园生活，通过与班主任及科任老师的合作，令新生尽快融入我们的大家庭，包括学习、交友及自我身心各方面的发展，在新学校找到归属感。

Should you need to contact me you can email leengan@singapore.edu.hk

SECONDARY 3 PASTORAL CARE TEAM



Welcome to the Upper Secondary section. This is the time when you have to make full use of the time-management skills learnt in earlier years. Not only do you need to balance your 8/9/10-subject combination academically, under the umbrella of SISHK holistic education framework, you should also be visibly seen stretching yourself even further in leadership positions, guiding your juniors. Look forward to your annual cohort camps too. I am Ms ANG Hwee Lin, your S3 Year Head. May we have an interesting 2-year journey until I send you off at your S4 Graduation Ceremony in 2024.

Should you need to contact me you can email anghweelin@singapore.edu.hk

Form Class	Teacher Name	House	Email
S3-1	Mr Raymond Lee	Marshall	leeraymond@singapore.edu.hk
	Ms Chen Yu Hsin	Zubir Said	chenyushin@singapore.edu.hk
S3-2	Mr Matthew Drew	Lee Kuan Yew	drewmatthew@singapore.edu.hk
	Mrs Kavitha Suresh	Raffles	sureshkavitha@singapore.edu.hk
S3-3	Mr Koh Chin Poh	Lee Kuan Yew	kohchinpoh@singapore.edu.hk
	Mr Lim Hong Jie	Zubir Said	limhongjie@singapore.edu.hk
S3-4	Mr Jebesen Lo	Marshall	lojebesen@singapore.edu.hk
	Mr Dan Davies	Zubir Said	daviesdaniel@singapore.edu.hk

SECONDARY 4 PASTORAL CARE TEAM



Welcome to the new academic year! This will be a challenging year ending with an important milestone of your learning journey, IGCSE.

What does IGCSE mean to you? An exam? Days or months of non-stop studying? Panic or stress? Do remember that the purpose of getting through IGCSE is to develop your skills in creative thinking, enquiry and problem solving. This is also an opportunity for you to better understand yourself, manage your time between study and leisure, build friendships with your schoolmates and be prepared for the next stage of learning - IB.

Thus, do not be fearful but to embrace this challenge bravely! We are going through this journey with you. Challenges you conquered had made you stronger and wiser. Likewise, IGCSE is just another challenge that you will be able to conquer and grow further! Whatever you do, it is your ATTITUDE (not aptitude) that counts! I wish that all of you will become "A Woman/Man of Excellence with a Heart of Love".

Should you need to contact me you can email orlouisa@singapore.edu.hk

Form Class	Teacher Name	House	Email
S4-1	Ms Wong Ka Chau	Zubir Said	wongkay@singapore.edu.hk
	Ms Lim Ai Phing	Raffles	limaiphing@singapore.edu.hk
S4-2 / 4-3	Ms Vivian Teo	Marshall	teovivian@singapore.edu.hk
	Ms Pamela Chan	Lee Kuan Yew	chanpamela@singapore.edu.hk
S4-4	Ms Kennis Tai	Lee Kuan Yew	taikennis@singapore.edu.hk
	Mr Rao Chichula	Raffles	chichularao@singapore.edu.hk

FORM TUTOR INTERACTION TIME (FTI)

For students and parents alike, the Form Tutor (FT) is the first point of contact, who are available to support students within the academic, social or emotional domains.

The Form tutor will:

- Oversee all administrative duties related to the form class
- Check and monitor students attendance and punctuality
- Monitor students academic progress
- Deliver the Schools CGCE Program twice a week
- Support students socio-emotional well-being



HOMEROOMS

FTI takes place every morning from 8am to 8.30am and is delivered by the Form Tutors within their homerooms. Homerooms are a place where students can feel at home, safe and supported by their teachers and their peers. Students have an opportunity to socialise, organise their day, reflect on their schooling experiences and prepare for any upcoming activities they may be a part of. As part of the FTI programme students are required to attend whole school assemblies once a week, house meetings once a week and Year Level assemblies once a term.

Students, under the domains care and harmony work together to ensure their homerooms are clean, tidy and organised throughout the academic year.

Secondary 3 Homerooms

S3-1	S3-2	S3-3	S3-4
602	603	604	605

Secondary 4 Homerooms

S4-1	S4-2 / 4-3	S4-4
701	702	704

ASSEMBLIES

Morning assemblies for S3 and S4 students will take place every week on a Thursday from 8am to 8.25am in the Auditorium. Afternoon assemblies take place every Wednesday afternoon from 2.20-3pm in the Auditorium.

STUDENT DIARIES AND LOCKERS

Each student will be provided with a student diary at the start of the academic year. Benefits of using a student diary include:

- Improved organisation of homework
- More likely to meet deadlines
- Helps to manage your time, especially when you are juggling academics with extra-curriculars
- You have the key dates and policies (e.g. homework policy) at your fingertips as a reminder.

STUDENT LIFE E-CALENDAR

The Student Life calendar keeps students up to date with all events taking place across the academic year at SISHK. The e-calendar is a working document and so will be regularly updated.

Student Life E-calendar



INCLEMENT WEATHER GUIDELINES

Information related to tropical cyclone warnings and rainstorm warnings will be posted on the schools website following EDB announcements.

Inclement Weather Guidelines



STUDENT BEHAVIOUR POLICY

Discipline in SISHK rests on a foundation of our school 3RICH values. The goal is to enable our students to learn how to get along with others, to solve problems, and to make responsible choices.

Effective discipline requires collaboration among stakeholders. This is best achieved in the school community where:

- Every teacher and student respects one another and the school environment
- Every teacher and student is responsible for the discipline of the school
- Every student is clear about what is asked of him/her, why it is required and the consequences and learning opportunities related to irresponsible actions and behaviour.

ACTIONS, BEHAVIOUR AND LEARNING OPPORTUNITIES

Action and/or Behaviour		Learning Opportunity
Offences that affect Self <ul style="list-style-type: none"> • Lateness to school • Incomplete assignments • Not being prepared for class • Not complying to dress code • Low level disruptive behaviour • Lack of respect to a teacher • Lack of responsibility • Inappropriate use of digital devices during school hours (Consequence: immediate confiscation of device until 3pm) 	1	Verbal Discussion
	2	Verbal Discussion
	3	Verbal Discussion
	4	Call, followed by email to parents (or conference, where necessary)
	5	Call, followed by email to parents mentorship from Peer Support Programme (Secondary)
	6	Call, followed by email to parents to arrange a Family Group Conference and includes student Thinking and Planning time
Offences that affect Others <ul style="list-style-type: none"> • Use of vulgar language/ gestures • Unacceptable behaviour to peers (in person or on social media) - name calling, general meanness • Rudeness, defiance or disrespect to teachers or other staff members • Academic dishonesty with homework tasks, including collusion 	1	Call, followed by email to parents and mentorship from Peer Support Programme
	2	Call, followed by email to parents to arrange a Family Group Conference and student Thinking and Planning time/Community Service
	3	Call, followed by email to parents to arrange a Family Group Conference, student Thinking and Planning time/Community Service and referral to Student Well-being team
Serious Offences¹ <ul style="list-style-type: none"> • Truancy • Carrying to school and/or use of a weapon or weapon like object which has potential to harm • Fighting • Assault • Consistent/persistent bullying • Theft (from students, school staff or teachers) • Substance abuse • Vandalism • Forgery • Academic dishonesty² 	1	Call, followed by email to arrange a Family Group Conference, student Thinking and Planning time/Community service, and warning letter issued during face-to-face conference
	2	Call, followed by email to arrange a Family Group Conference, referral to Student Well-being team warning letter issued during face-to-face conference and in-house isolation
	3	Call, followed by email to arrange a Family Group Conference, referral to Student Well-being team, warning letter issued during face-to-face conference and out of school suspension

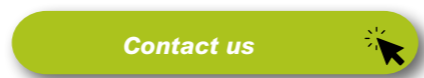
Note:

¹ In cases of serious misconduct, the School Leaders have the discretion to suspend or expel a student from school, or refer the matter to the Police.

² For malpractice involving IGCSE/IBDP assignments or examinations, penalties will be meted out according to the Academic Honesty Policy, which is in line with the requirements of the respective examination boards.

SCHOOL BUS CODE OF CONDUCT

Students have a right to feel safe at school and on the school bus. We value the safety of our children and expect our students to follow our school rules at all times. This code of conduct will spell out the values, rules and consequences which every student needs to know and abide by to keep our school buses safe and comfortable for the school community.



Our students should:

1. Show respect to the bus drivers and bus mothers at all times and follow their instructions promptly.
2. Be responsible by keeping their hands and feet to themselves and always remain seated in their assigned seats and buckle their seat belt at all times unless, otherwise directed by the bus driver and bus mothers.
3. Practise quiet conversation with the student(s) seated near you, using Voice level 1 or Voice level 0.
4. Take care of their own belongings.
5. Finish eating/drinking before getting on the bus. Consumption of food and drinks is not allowed on the school bus.
6. Show care and respect to all at all times. Use appropriate language and actions at all times.
7. Be on time and wait at the bus stop in a proper manner showing care and respect to others.
8. Board and exit the school bus only at designated areas/bus stop.
9. Refraining from using laptops and know that toys and games are not permitted on the bus.
10. Be responsible in the use of mobile technology such as not playing music loudly (headphones use only) and taking photos of others without permission.
11. Students will need to understand that there are consequences if they have made wrong choices or violate the rules agreed upon. The discipline plan serves a guide to help our students improve their behaviour. The ultimate aim is to transform them to be more self-disciplined and make better choices on the bus.

DISCIPLINE: SCHOOL BUS

Offence	Description	Learning Opportunity
1	The Bus Mother will talk to the child and tell them what they need to do. If the offence is repeated during the same trip, Form Tutor(s) will be informed of the incident.	Verbal Discussion
2	The Form Tutor will talk to the student, allowing a verbal reflection to take place. The Form Tutor will contact the Parent to explain the unsafe or inappropriate behaviour on the School Bus. (A gentle reminder)	Verbal Discussion Observation
3	Year Head submits Suspension Form to the HOD Student Life with a recommendation for a bus suspension for a specific amount of day(s) depending on the severity of the offence	School bus suspension Probation Seated at the front of the bus (1 week)

For serious violations and offences, such as fighting; vandalism; excessive use of inappropriate language or gestures; or actions that will compromise the safety of others, immediate bus/ school suspension with parental notification will be given. Parents may be liable for any damage caused to a bus by their child(ren).

ANTI-BULLYING POLICY

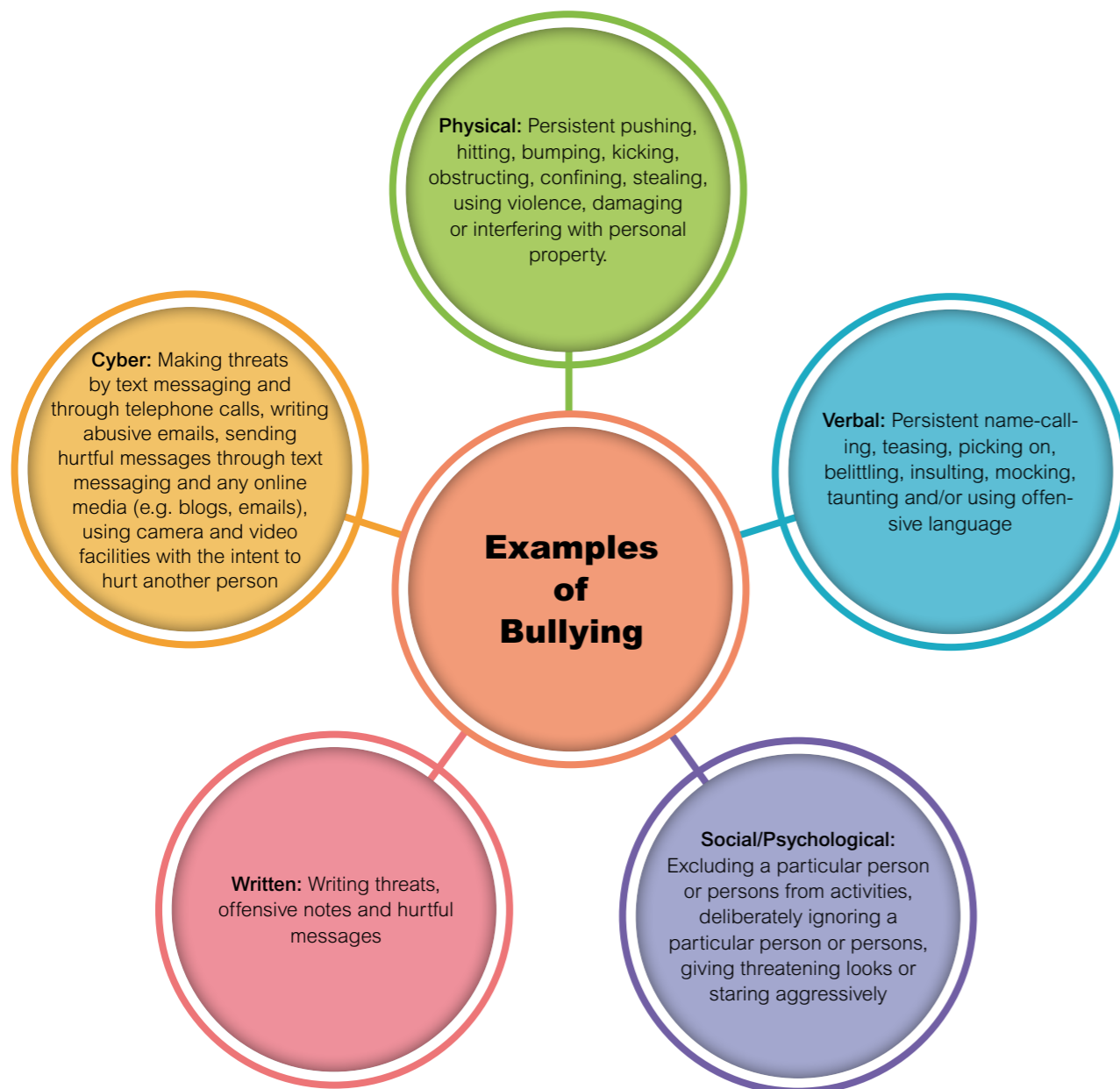
Bullying, in any form, is unacceptable in school. The school affirms the worth and dignity of every student and member of staff. Bullying undermines these values and can negatively inhibit a student's development and his/her quest for excellence. It is the responsibility of everyone in the school community to prevent any form of bullying.

Bullying is not tolerated as all students and members of staff are free from the fear of bullying, harassment and intimidation.

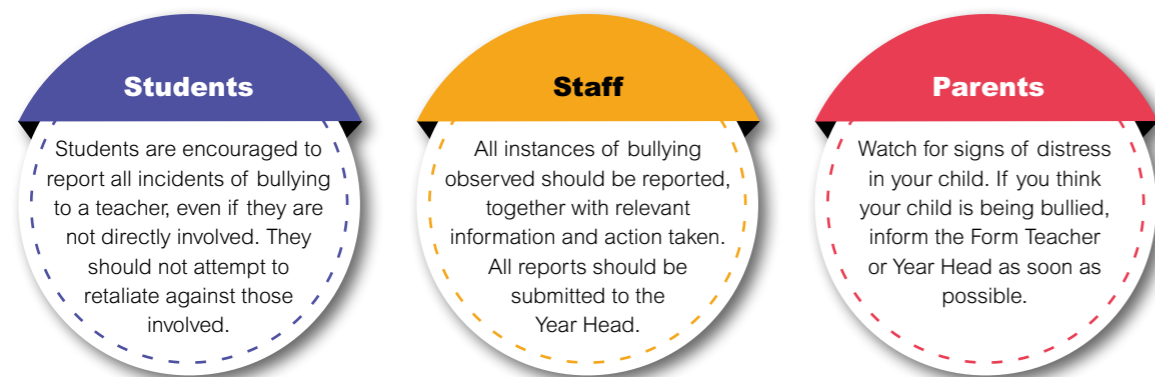
Bullying can:

- devalue, isolate and frighten an individual/group
- affect a student's ability to achieve his/her best
- have a long-term negative effect on those engaging in bullying behaviour, those who are the subjects of bullying behaviour, and bystanders

Bullying is any behaviour intended to hurt, injure, threaten or frighten another person. Bullying behaviour is usually persistent and repetitive.



PROCEDURES FOR REPORTING BULLYING INCIDENTS AT SISHK



UNIFORM POLICY

Students are expected to maintain a neat appearance at all times and wear the school uniform with pride (for S1 to S4 students).

Jewellery	1 pair of small ear studs
Makeup	Not allowed
Hair	Must be natural colour No artificial colours allowed (e.g. red, gree, purple, blue) Girls and boys' hair must be tied back for Science Practicals, PE and outdoor educational camps. (if below the shoulder) Boys' hair must be neat and presentable at all times.
House T-shirts	Only to be worn on House days (with school uniform shorts or trousers)
House Jackets/Hoodies	May be worn Monday to Friday
Leadership Committee Jackets/Hoodies	May be worn Monday to Friday
Leadership Committee T-Shirts	Only on certain leadership days when the group is hosting an event.
Winter Coats, Caps and Scarves	Only to be worn when the temperature drops below 12 degrees celsius. Must be school colours (Navy blue/Grey)
Note: Should a student (Sec 1- DP2) come to school without appropriate school attire, a loan item will be provided for the day. See the school diary for more information.	

Note: Any jewellery of religious significance is permitted but must be accompanied by a confirmation email from a student's parent or guardian.

During a Casual Dress Day students are expected to follow the 4B rule. Some examples of inappropriate dress style include

- Flip-flops and slippers
- Spaghetti strapped tops, distressed jeans
- Skirts, skorts, shorts and dresses that are shorter than 3 inches above the knee.

“4B rule: No Belly, Breasts, Back or Bottom on display”.



CGCE CURRICULUM



I am an English teacher by training and apart from sharing the joy of English literature with students, I love being a part of their holistic development and getting involved in the various programmes and curricula that could help guide students' growth in these areas. I strongly believe that education should be holistic and is not just about numeracy and literacy, but also about character, values and life skills.

If you would like to contact me please email brampynattaporn@singapore.edu.hk

SISHK's Character and Global Citizenship Education (CGCE) is a key co-curricular component that seeks to complement our academic curriculum where students are guided and nurtured into global citizens who are caring, open-minded, reflective and principled leaders who can confidently navigate the VUCA (Volatile, Uncertain, Complex and Ambiguous) world of today.

The curriculum is integrated across various school experiences such as pastoral care (PC) lessons, student development programmes (e.g. leadership, camps etc), co-curricular activities (CCAs), school-wide events (e.g. assemblies, learning journeys etc), form teacher interaction and academic subjects. Interfacing with other student development programmes, the curriculum seeks to engage students in both the cognitive and affective domains through pastoral care lessons and experiential learning. This allows for a more effective acquisition of social-emotional competencies, life skills and sound moral values.

Our pastoral care lessons serve to provide students with cognitive understanding of various socio-emotional competencies, develop their moral reasoning and reflective thought process, engaging students in the moral, emotional, intellectual and social domains of learning. At SISHK, pastoral care lessons are focused on the following domains across the 6 years in secondary and IBDP programme.

SISHK Values	3 Key Concepts	PC Areas
Respect	Identity (Self Awareness & Self Management)	Values/Character Building
Responsibility		Socio-emotional Competencies
Resilience	Relationships (Social Awareness & Relationship Management)	Sexuality Education
Integrity		Cyber Wellness Education
Care		Education and Career Guidance (ECG)/ University Counselling (UC)
Harmony	Choices	Global Citizenship Education
Mental Health		
Additional Modules: Leadership Modules, Financial Literacy and other life skills etc		

UNIVERSITY COUNSELLING, CAREERS AND GUIDANCE

The University Counselling team work with students across S3 and S4 to provide education and career guidance. The program run across the academically year, focusing on the following goals:



- Nurture self-identity, confidence and life skills for professional training and development
- Enable students to identify achievable pathways to desired career options.
- Equip students to present informed decisions and to positively engage their parents and other career influences

Students in S3 are provided guidance within the PC lessons, with a focus on creating business plans, preparing for interviews, professional etiquette and character development. S3 students will also have an opportunity to attend the careers fair held annual at SISHK, will gain an insight into different industries and careers through seminars and workshops and will undertake psychometric testing to support early career planning.

The University Counselling team work with students across S4 students to provide education and career guidance. The program run across the academic year, focusing on the following goals:

Build Knowledge - building awareness and understanding of career options, higher education pathways and individual universities to ensure students can make fully informed decisions about their futures



Nurture Skills - empowering students by developing a range of attributes such as self-awareness, independence, ownership, decision-making, and effective written and verbal communication

Develop Mindset - promoting the belief that students have the ability to positively impact their future through active engagement, short and long-term planning, and a combination of aspirational, balanced and realistic thinking

Students in S4 will have access to a range of different support methods which may include; careers talks, higher education fairs and university talks, psychometric testing for career planning, CV building workshops and 1:1 discussions around IB subject selection and university pathways.

Should you wish to discuss your selection choices with the UC team, feel free to contact Helen Cheung, University Counsellor via email cheunghelen@singapore.edu.hk

HOLISTIC REPORT CARD

The HRC records a student's involvement, contributions and achievements beyond academic achievement. The report includes:

- Co-Curricular learning
- Awards
- External Programmes & Competitions
- School Events & Programmes
- Community Service



Students will receive the report at the end of the academic year alongside their End of Year report card.

SECONDARY 4 GRADUATION

At the end of the iGCSE Programme, S4 students will be invited to the S4 Graduation ceremony. The ceremony is an opportunity for the school to come together, not only to celebrate the graduating cohort but to reminisce on their time throughout SISHK. We recognise all the hard work the students have put into not only their academics, but also their leadership achievements.



SISHK AWARDS CEREMONY

Following graduation, selected students will be invited to the annual SISHK Awards Ceremony, who have been recognised for their outstanding performance in the iGCSE exams by Cambridge International Examinations (CIS) as one of the top performers in their subject, across the world, asia or in Hong Kong. In addition, follow application and nominations students who will be awarded the SISHK IB Scholarship award and/or Talent Development awards for leadership, sports, the arts or service.

REFERENCE REQUESTS

Students who wish to receive a reference request from the school can do so by emailing secondary@singapore.edu.hk. The school does not write reference letters and submit directly to the students or parents.

SCHOOL BUS

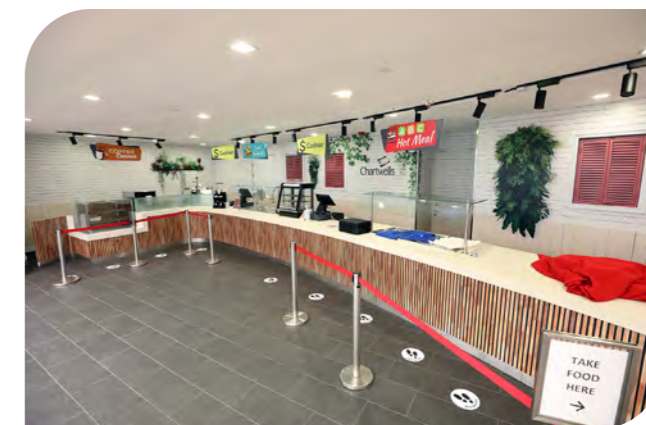
A two-way school bus service for students is operated by Kwoon Chung Motors Co. Ltd. Registration can be made online at <https://school.kcm.com.hk/sis/>. Fees are to be paid directly to "Kwoon Chung Motors Co. Ltd." Tel: (852) 3193 9339 Email: sis@kcm.com.hk

LUNCH AND SNACK

The school has appointed Chartwells to provide balanced meals for students during school days. Snack coupons are available to purchase from the Canteen. Students are strongly advised to purchase their lunch ticket from the touch-screen kiosks during recess to reduce queuing time for food at lunch time. Octopus Card is encouraged for payment (Cash and Octopus top-up service are also available).

Tel: (852) 9551 8894

Email: SGPHK@compass-hk.com



BOOKSHOP

The school has appointed Singapore Asia Publishers (HK) Limited to operate the school bookshop. It is open Mondays through Fridays, from 9.00 am to 5.00 pm on school days, and from 9.00 am to 4.30 pm on school holidays. Please make an appointment before the visit.

Tel: (852) 2553 9188

Whatsapp: (852) 5315 1311

Fax: (852) 2553 0099

Email: saphk@biznetvigator.com

SCHOOL LIBRARY

Students have access to the school library during recess, lunch and designated times within the curriculum.

SCHOOL LIBRARY



SCHOOL LIFTS

Students are allowed to use the lifts in the morning before 8am, at recess, lunch and after 3pm or their last lesson of the day. Students should ensure that they adhere to the maximum capacity. Students who have an injury can request a lift pass from their Year Head.

CARD GAMES

Card games are fun, allow for socialisation and can be an instrument for learning, therefore are permitted for use within school. However, students should be aware that gambling is not permitted in any form. A teacher will confiscate the cards of any student(s) who are found to be playing or using cards inappropriately and additional consequences may be enforced.

3.2: LEADERSHIP



The student leadership elections and recruitment start in September of each year. Students can submit their application through a google form, after which elections and interviews will be conducted. All the confirmed student leaders will then be officially invested in November in a whole-school ceremony. The Student Leaders' Investiture is also a special occasion to thank, commemorate and show our gratitude to the success, contributions and impact of the departing Presidents and Heads of Houses.

Should a student wish to contact me to discuss leadership opportunities at SISHK further please email directly; cheungdavid@singapore.edu.hk

ATHLETIC COUNCIL

The Athletic Council provides sporting opportunities for all students through fun and engaging events, to promote team spirit, collective unity, and a healthy lifestyle within the student body. We believe in a student's physical and mental well-being above all else. Our annual whole-school events like our christmas event help students destress and encourage participation, while our smaller events like grade games allow students to participate in team sports; in recent times, we've been involved in charity work, partnering with local sports charities who give sporting opportunities to the underprivileged youths, to give back to the wider Hong Kong community.



COMMUNITY COUNCIL

The Community Council believes in promoting social responsibility to create a sustainable future for all. We have provided service opportunities for the school such as K4K teaching services, beach cleanup days, Caritas foundation and Crossroads foundation volunteering opportunities and many more. We also host annual school-wide events to promote sustainability and raise funds for charity, namely our staple Vertical Marathon where students run laps around the school to raise money for charity. This year, we are also hosting Teacher's Appreciation Day and we are constantly looking for more opportunities to bring to SISHK!



STUDENT COUNCIL

The Student Council aims to represent the voice of the student body - our motto is "For Students, By Students." With a team of passionate student leaders, we aim to cultivate a vibrant and engaged student body through our various events and initiatives, building an interconnected and harmonious school community. SIS students cherish memories made with their friends through our annual events "Spirit Week" and "Winter Ball", where we promote school spirit through dress-up days with physical activities, and wish for students to de-stress and enjoy themselves. During HBL, we took to social media and FTI to keep students engaged. We wish for all students to be heard, working on Suggestions Schemes each year to improve their SISHK experience.



AUDIO-VISUAL COMMITTEE

The AV Committee supports and enhances the school community by working behind the scenes to ensure that all school events (e.g. assemblies, award ceremonies, graduations, special events) run smoothly, and also produces entertaining bi-weekly broadcasts that range from event recaps to game shows. Through this, our members are equipped with the know-how and experience of utilising industry-grade machinery and software, an increasingly vital skill set in our technologically advancing world. From AY2122 onwards, we have been organising the Inter-House Editing Competition, which provides students with a platform to showcase their editing, filming, and storyboarding talents.



MUZE

The Muzé Committee provides a platform for students at SISHK to express and develop their talents in the performing arts, with various events enabling our community to show off their skills in music, dance, and theatre. Our team of dedicated and passionate students works hard to produce creative events that the whole school can look forward to, especially our annual flagship event: the musical. We foster a kind and caring family of members, where everyone's voice is valued. We hope to continue the development of performing arts culture in SISHK for many years to come!



CHINESE CULTURAL CONNECTION

Chinese Culture Connection (“CCC”) was initiated as a collection of CCAs back in 2016 and launched as an official committee later. CCC strives to promote and spread awareness of Chinese culture throughout the student body in a bid to enhance the student body’s understanding and appreciation of Chinese culture. By hosting a variety of interesting and exciting events, such as the all-time-famous “I am A Singer” competition, Chinese Culture Week, and “The Sound” dubbing competition, CCC reached out to students in the most engaging ways. With many more events to come, CCC will continue to provide a flourishing Chinese culture environment and will vitalise the SIS community in terms of learning and spreading Chinese language and traditional culture.



STUDENT-INITIATED GROUPS

ARMCHAIR SPECIALISTS

The Armchair Specialists were founded with the aim to promote interests in current events. Through releasing newsletters and making videos, we hope to keep the school updated and aware about global issues. The team comprises of illustrators, writers and editors who work on projects entered around topics they want to bring attention to. Overall, our objective is to foster creativity alongside global awareness. As we move forward, we seek to expand our coverage on political, social and economic affairs in an informative and impartial manner.



GREEN CLUB

Green Club aims to promote eco-friendliness within our SISHK community. As a newly founded club, we hope to cultivate an environmentally responsible mindset within students that eventually becomes a habit. We are composed of logistics, education and farming departments, where we aim to develop skills like innovation, planning, leadership and organisation in our members. We have hosted a variety of events like Green Week, the Indoor plant adoption, Organic farming etc. and we aim to spread awareness within the student body through these methods. All in all, we hope to see more people engaged in supporting the green efforts around the world.



SISHK HOUSE SYSTEM



LEE KUAN YEW HOUSE (LKY)

LKY House aims to encourage a never give up attitude, to persevere even when things don't go our way. Our internal team makes great connections with their classmates which in turn allows for effective encouragement towards LKY members; inspiring them to do their best when they participate in events. Though LKY may not come up on top every time, being able to come out of an event saying we put in 100% effort is enough satisfaction. Though winning the house cup may be seen as the most important thing, we ultimately care more about developing compassion and perseverance amongst our students.



MARSHALL HOUSE

Marshall House aims to cultivate a strong familial connection with every one of its members, due to the unwavering belief that the foundation for creating great memories is being surrounded by people that we truly care about. This foundation is built by our amazing House Representatives and Heads of House, whose leadership and dedication to service is what creates such a harmonious atmosphere, giving all Marshall members an identity they can take pride in. This pride is what ultimately dictates the success of the House in our everlasting chase for the House Cup.





RAFFLES HOUSE

Raffles House aims to inspire compassion and excitement through participation in various house events, and to create a sense of community amongst our 100+ members. Our dedicated team of House Representatives and Heads of Houses do our best to ensure that we put in as much effort as possible into each event, and confidently say we've achieved our goals to the best of our abilities. We challenge ourselves and each other, and while we aim to win events and the House Cup, our primary goal is to foster a kind, caring, and passionate community, with care for one another.



ZUBIR SAID HOUSE

Zubir Said aims to promote harmony and togetherness within our house. We excel in working with each grade and supporting each other at all times. Our goal is to win the house cup whilst encouraging all to be proud of our Zubir Said House. During each event, our house representatives put in great effort to lead our enthusiastic classmates, wishing that everyone will enjoy and have a great time. Through lots of background work and planning, as well as the eager participation of members of the Zubir Said house, we strive towards the common goal of not only winning the house cup but also fostering the Said House spirit!



SISHK EDUCATIONAL ENRICHMENT WEEKS

STEAM WEEK

The Science, Maths, ICT and Art departments jointly organise the STEAM week every year in the month of November. The aim of the event is to promote and involve the whole school community in STEAM activities. Previous STEAM week themes have included Space, STEM vs Pandemic and Transport in 2021, 2020 and 2019 respectively. Throughout the week, the teachers and STEAM ambassadors (students) organise various activities including; STEM booth, expert sharing, posters quizzes, kahoot quizzes, photography exhibitions and other exciting activities.



SPIRIT WEEK

Spirit week aims to raise school spirit and promote a vibrant school community. Students will have the opportunity to participate in events such as Mismatch Monday, Twin Tuesday, House T-shirt Wednesday, Trendy Thursday and Fandom Friday, as well as engage in a wide range of activities and quizzes



SPORT AND PE WEEK

Students will have the opportunity to further enhance their love for sport, physical activity, and fitness through familiar games, challenges, and sporting activities carried out by the Athletic Council and PE Department. Students will also have opportunities to give back to their SISHK and HK community through charities and fundraising events introduced and carried out throughout the week.



HUMANITIES WEEK

The Humanities Departments presents Humanities Week annually with the following objectives (**D.E.A.R**):

- **D**evelop concerned global citizens **E**xpand humanistic knowledge
- **A**dvocate personal conviction
- **R**eject and **R**eframe one's perspectives



Every year, a different theme would be adopted to raise awareness on global issues. Past themes have included:

AY2122: "From Red to Green" with a focus on creating a sustainable world;

AY2021: "Building Global Resilience" with focus on thriving in a volatile and uncertain world;

AY2019: "What Are We" with a focus on understanding one's identity in relation to the world.

PERFORMING ARTS WEEK

The annual Performing Arts Week (PA Week) helps to achieve the Muzé Committee's mission of developing a dynamic performing arts culture in the school community through different activities during the week. Various events have been organised for all levels of Secondary and DP students, such as Music Video competitions, Inter-House Kahoot, and Family Feud. There is a range of performances held throughout the PA week, from educational Mutalks to the core event, the musical. The variety of activities can engage our school community's wide range of performing arts talents and interests.



READING WEEK

The English Department creates a range of dynamic activities for Reading Week each academic year, developed around a core theme. Students enjoy opportunities to showcase their passion for reading and writing. House Points are available for some of the activities, which promotes healthy competition amongst the students. Reading Week is always a much-anticipated feature of the Activity Calendar!



OUTDOOR EDUCATION CAMPS

Upper secondary camps take place annually in October. Students will be invited to attend the camps which are either overnight or day camps and provide an opportunity for students to bond with their peers and teachers alike.



Aims of SISHK Camps (S1-S4)

ACE

- **A**cquire leadership and life skills for personal and future growth,
- **C**onnect with their peers in physical and social interactions
- **E**ngage in outdoor and physical activities to foster the joy of learning and strengthen their character.



Tier 1 Leadership Development Programme

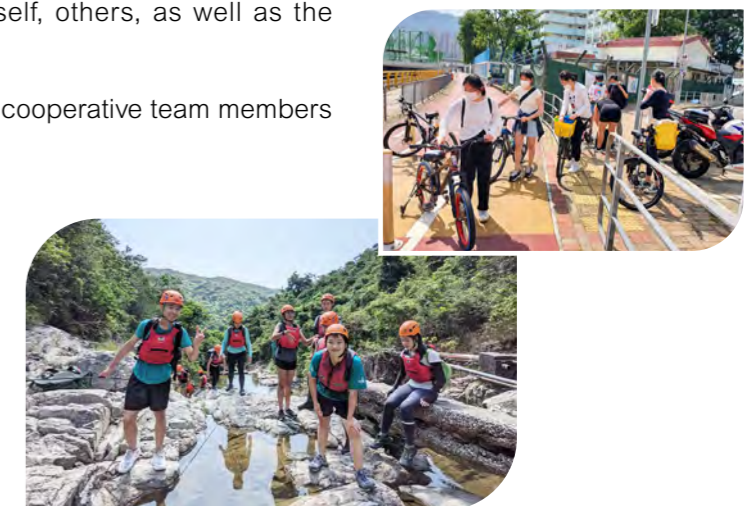


SISHK Camps form the foundation of our Tier 1 Student Leadership Training Programme. The camp focuses on outdoor experiential learning through adventure in S3 and in S4, a community service component is extended into the programme as a primer to CAS before they progress to DP1.

Adventure and immersion into the natural environment are mediums for students to:

- Relax and unwind from the academic rigour and stress
- Re-connect socially with their peers in a different setting more confident and effective leaders
- Develop and sharpen skills in reflection, problem-solving and critical thinking
- Gain greater awareness of and care for self, others, as well as the natural environment
- Become stronger communicators and more cooperative team members
- Develop outdoor skills and competencies

These camps are platforms for cultivation of values and social-emotional competencies, life skills and positive attitudes that we want our students to deepen so that students can effectively enact personal responsibility and self management skills.

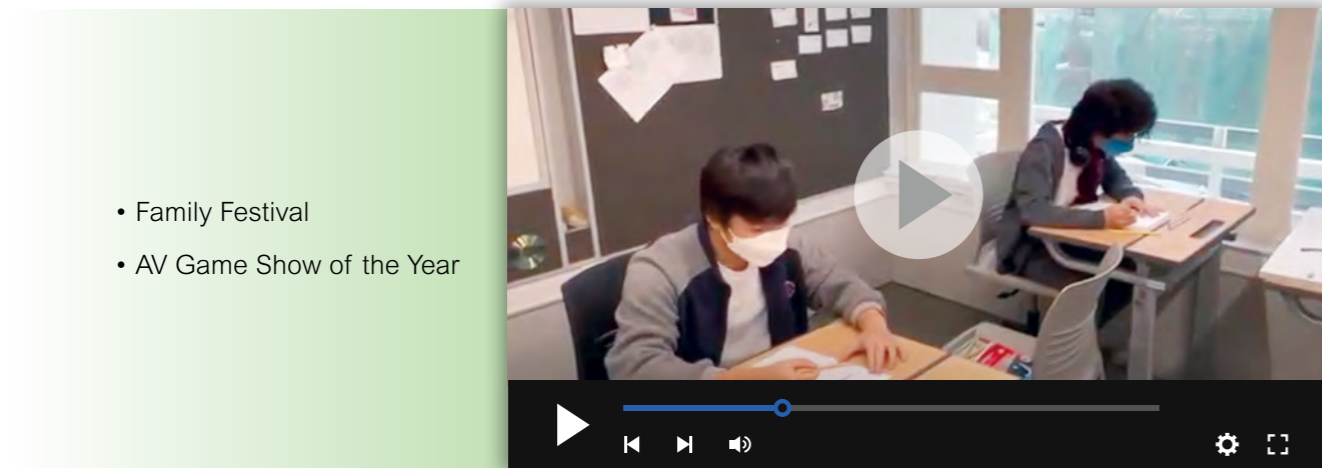


SCHOOL EVENTS AND CELEBRATIONS





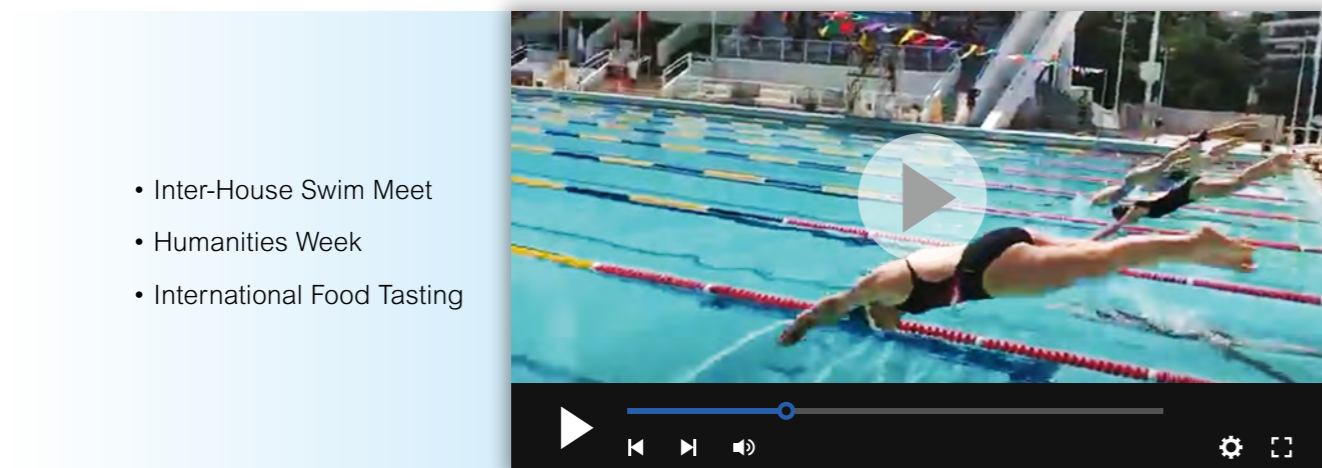
- Inter-House Editing Comp
- Winter Ball
- AC Christmas Event
- Inter-House Dance



- Family Festival
- AV Game Show of the Year



- STEAM Week
- Spirit Week
- Inter-House Music Competition



- Inter-House Swim Meet
- Humanities Week
- International Food Tasting

3.3: CROSS-CURRICULAR ACTIVITIES (CCA'S)



The purpose of Co-Curricular Activities is to allow students to discover their interests and talents. Through the CCAs, the school also aims to develop sound character values and competencies to prepare them for the future.

Below you will find some brief information relating to sport and non-sport CCA's, however if you would like to find out more, please click the link below or contact me via email: wojwenikkeith@singapore.edu.hk

[CCA Information](#)

Students who show promise in certain sporting areas are encouraged to pursue the sport on a competitive or recreational level. The school is a member of International School Sports Federation Hong Kong (ISSFHK) and Hong Kong Schools Sports Federation (HKSSF); our students regularly compete in the following sports: badminton, basketball, swimming, volleyball, netball and table tennis.

Term 1	Term 2	Term3	Term 4
Girls Volleyball (U14-U20)	Girls Basketball (U14-U20)	Girls Badminton (U14-U20)	Ultimate Frisbee (U14-U20)
Boys Volleyball (U14-U20)	Boys Basketball (U14-U20)	Boys Badminton (U14-U20)	
Cross Country (U14-U20)			
Boys & Girls Football (U14-U20)			
Tennis (U14- U20)			
Tae Kwon Do (U14-U20)			
Swimming (U14-U20)			
Girls Netball (U14-U20)			
Table Tennis (Interest and Competitive) (U14-U20)			

Should students want to engage in post season training within the sports identified below, they can contact our providers to join sessions hosted both on site and at other locations within Hong Kong throughout the year.

Provider	Sport Programs	Contact Information
Dream Sport Academy (DSA)	Badminton, Basketball, Volleyball	Ngassa Yannick info@dreamsports.com.hk www.drwamsports.com.hk www.instagram.com/dreamsportsacademy
Asia Pacific Soccer Schools	Football	Jason Li www.apsoccer.hk
ATA Tennis Aces	Tennis	Kristen Godridge info@atatennisaces.com www.atatennisaces.com

[▶ DSA Volleyball at SISHK](#)

SPORTS COLOURS AWARD PROGRAM

We want to nurture our students to foster a lifelong commitment to and excellence at the Secondary section so that they become physically educated individuals.

Sports Colours Rubric

Objectives:

- To increase the number of students involved in Sports CCA's at the Secondary section
- To foster a culture of lifelong involvement in sport and physical activity across the SISHK Secondary section
- To promote character building and leadership qualities amongst the students
- To promote the love of sport and the joy of learning new sports
- To enhance the standard of sport and physical activities at School



Students who receive a sports colours award for performance and/or participation across the academic year will be invited to the annual SISHK Sports Colours Award Ceremony. The afternoon or evening will be an opportunity to celebrate the success of student-athletes and teams internally and externally.

SECONDARY FITNESS SUITE



Students in S3 and S4 have access to the Fitness Suite after a full induction has been undertaken with the PE department. Inductions usually take place during recess, lunch or after school from 3pm to 6pm. Following an induction, students can use the gym during recess, lunch or after school on the designated days. For more information please contact the PE Department.

NON-SPORT CCA's

Should students want to engage in activities outside of the domain of sport, SISHK offers a range of non-sports CCA's which students can sign up to.

Performing and Visual Arts	Language, Culture, Life Skills, STEM	
Chamber Ensemble	HK Battle of the Books Club	Chinese Drama Club
Visual Arts Club	Maths Cube	Chinese Reading Club
Photography Club	Spanish Club	Culinary Arts Club
Dance Club	Model United Nations (MUN)	Computer Club
Choir Club	Chinese Speech Club	Robotics Club
	Chinese Debate Club	Science Club



PART 4: STUDENT WELL-BEING



Welcome to SISHK, I am Ms Connie Lau, Subject Head Student Well-being. The Student Well-being Department is part of the Student Development Department that partners the academic departments to look after the affective, behavioural and cognitive domains of learning in the school. The department is made up of two teams - the Learning Support Team and the School Counselling Team. They provide specialised support to students and teachers in and outside the classroom. The School Counsellors and the Learning Support teachers are situated on 2/F.

If you would like to speak to me directly, please email lauconnie@singapore.edu.hk.

LEARNING SUPPORT TEAM



The Learning Support Team consists of Learning Support Teachers who strives to help all students realise their full potential and provides support for individual students who may experience learning challenges. The team works in close partnership with teachers, parents and other external agencies to support students' learning. The team aims to provide expertise and resources to empower all students to achieve their goals and experience success. In some cases, the teachers conduct 1-1 session with students to

- Identify learning challenges
- Develop organisational skills
- Explore their own learning styles
- Evaluate time management and work prioritisation.

These sessions improve their self-management skills in school and beyond.

For more information, they can reach out to our Learning Support teachers:

- Ms Pat Huang, Senior Teacher (Learning Support) (huangpat@singapore.edu.hk)
- Ms Jocelyn Au, Learning Support Teacher (aujocelyn@singapore.edu.hk)
- Ms Emily Wang, Learning Support Teacher (wangemily@singapore.edu.hk)
- Mr Kidd Chung, Learning Support Teacher (chungkidd@singapore.edu.hk)

SCHOOL COUNSELLING TEAM

The School Counselling Team consists of two school counsellors who aspire to empower students to develop and enhance their abilities to cope with challenging emotions and improve their self-awareness and interpersonal skills. This is achieved through individual counselling sessions which aim at facilitating the student to modify their self-defeating thoughts or habits by replacing them with positive empowering ones. The sessions enable the students to recognize, manage and regulate their emotions effectively.

For more information, they can reach out to our School counsellors:



Ms Dona Pal
School Counsellor Coordinator
paldona@singapore.edu.hk



Ms Panigrahi Sudhasri
School Counsellor
panigrahisudhasri@singapore.edu.hk

STUDENT WELL-BEING EVENTS

From time to time the student well-being team will engage students in events which support their well-being, enhance confidence, a sense of community and health as a way to rest, relax and/or de-stress.



STUDENTS SUPPORTING STUDENTS

Peer Support Program

Peer Support is a wellbeing programme delivered by students. Peer Support Leaders (PSL's) promote being an active leader within the school community with a personal responsibility to help others. PSL's encourage wellbeing, including both mental and physical health.



A Peer Support programme may include:

- Assisting the transition from P6 into S1.
- Developing resilience in their peers.
- Increasing awareness of mental health and other health issues identified
- Engaging student-led activities for peers at lunchtime, recess and FTI.
- Providing a safe space for peers to come talk to PSL's about any issues or problems they may have.
- Developing relationships amongst peers.
- Support students socio-emotional well-being and behaviour

Students who are interested in becoming a Peer Support Leader should apply in Secondary 2 around March-April time. If a student is interested in joining the Peer Support Programme they will go through the following application procedures.

1. Submit an application letter of interest to the Teacher in Charge by the proposed deadline (March-April)
2. Undertake a formal interview with the Teacher in Charge (May)
3. Appointment is made (May-June).

Should a student wish to join the programme in S3 and S4 students can approach Ms Javir Kau (Subject Head Peer Support) by emailing kaurjasvir@singapore.edu.hk





SINGAPORE INTERNATIONAL SCHOOL (HONG KONG)

ESTD 1991